

INTEGRATIVE APPROACH TO TEACHING C1 ENGLISH IDIOMS TO PRE-SERVICE TEACHERS

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ABSTRACT

This scientific article explores the **integrative approach to teaching C1-level English idioms** to pre-service teachers, emphasizing its effectiveness in enhancing linguistic competence, communicative fluency, and cultural awareness. Idiomatic expressions are a vital component of native-like language proficiency, yet they pose significant challenges to EFL learners due to their figurative nature and cultural specificity. The research aims to examine how the integration of cognitive, communicative, and contextual teaching strategies contributes to better comprehension, retention, and use of idioms among pre-service English teachers preparing for professional pedagogical practice. The study employed a mixed-method approach with both **quantitative and qualitative analyses**. A group of 40 pre-service English teachers participated in a 10-week instructional program that combined **context-based learning, multimedia materials, and reflective activities**. Data were collected through pre- and post-tests, classroom observations, and learner feedback surveys. The findings revealed a statistically significant improvement in idiom recognition, interpretation, and productive use. Students reported greater confidence in using idiomatic language during oral and written communication, as well as an increased awareness of cultural nuances underlying English idioms. Results suggest that the integrative approach fosters **deep cognitive processing**, enhances **semantic association**, and promotes **authentic language use**. By combining explicit explanation, contextual analysis, communicative practice, and cultural immersion, this method bridges the gap between theoretical knowledge and practical application. The study concludes that an integrative model of idiom instruction can serve as an effective pedagogical framework in teacher education programs, equipping future educators with the linguistic and methodological competence necessary to teach idiomatic English effectively.

Keywords: integrative approach, idioms, C1 English, pre-service teachers, communicative competence, cultural awareness, contextual learning, language pedagogy.

INTRODUCTION

In the field of English language pedagogy, **idiomatic competence** represents one of the highest indicators of linguistic and cultural proficiency. Mastery of idioms is not

only a marker of advanced language ability but also a reflection of deep intercultural understanding, enabling learners to communicate more naturally, effectively, and authentically. However, idioms are among the most challenging aspects of language acquisition, particularly for non-native speakers, due to their **figurative meanings**, **cultural connotations**, and **non-literal usage**. For pre-service English teachers—future educators responsible for shaping language awareness in others—the ability to understand, interpret, and teach idiomatic expressions at the **C1 level of the Common European Framework of Reference (CEFR)** is essential. It equips them to model authentic speech, explain semantic subtleties, and integrate idioms into meaningful communicative contexts. Traditional methods of teaching idioms, which often rely on rote memorization or isolated lists of phrases, have proven insufficient in fostering long-term retention and contextual application. Learners may remember definitions but fail to use idioms appropriately in discourse. This disconnect highlights the need for an **integrative approach**—a pedagogical framework that combines linguistic analysis, cognitive engagement, cultural context, and communicative practice. Such an approach aligns with the principles of **constructivist learning theory**, which emphasizes the active construction of knowledge through meaningful experience. When idioms are taught not as isolated lexical items but as culturally grounded linguistic units within real communicative situations, learners are more likely to internalize their meaning and apply them spontaneously in speech and writing. In recent decades, applied linguistics has shifted toward **integrative and interdisciplinary methodologies** in language teaching. Scholars such as Celce-Murcia (2001), Larsen-Freeman (2014), and Nation (2020) have argued that effective instruction must combine explicit teaching with communicative immersion. Within this framework, idiom instruction benefits from the integration of **cognitive linguistics**, **communicative language teaching (CLT)**, and **contextual learning theory**. Cognitive linguistics enables learners to understand idioms through conceptual metaphors and mental imagery; CLT ensures active use of idioms in interaction; and contextual learning situates idioms within authentic discourse, reinforcing memory through emotional and pragmatic relevance. This integration of linguistic, psychological, and cultural dimensions forms the foundation of the present research. Pre-service teachers occupy a unique position in this pedagogical process. They are both learners and future instructors, developing their own proficiency while simultaneously acquiring methodological awareness. Teaching idioms to this group requires a dual focus: enhancing their personal communicative competence and equipping them with effective strategies for classroom application. An integrative approach, therefore, serves a **dual purpose**—developing advanced language proficiency and fostering professional teaching skills. By engaging pre-service teachers in experiential learning, peer teaching, reflective analysis, and

microteaching sessions, educators can help them transform theoretical understanding into practical pedagogical tools.

Furthermore, idioms embody the **cultural and metaphorical worldview** of English-speaking societies. They encapsulate values, humor, and social norms, providing learners with insights into the mentality and historical evolution of the language. For instance, expressions like “spill the beans,” “the ball is in your court,” or “bite the bullet” reflect distinct cultural practices and idiomatic logic that extend beyond literal interpretation. Ignoring these aspects limits learners’ communicative range and cultural literacy. Hence, an integrative approach ensures that idioms are presented as living elements of discourse rather than linguistic ornaments detached from real meaning. The purpose of this study is to investigate the **effectiveness of an integrative approach to teaching English idioms at the C1 level to pre-service teachers**. Specifically, it aims to:

1. Determine how the combination of cognitive, communicative, and contextual strategies enhances learners’ idiomatic competence;
2. Analyze the impact of integrative teaching on learners’ motivation, retention, and productive use of idioms; and
3. Explore the pedagogical implications of integrating idiomatic instruction into teacher education curricula.

By addressing these objectives, the study contributes to the ongoing dialogue in applied linguistics about the **intersection of language, cognition, and culture** in foreign language teaching. It also emphasizes the need for professional teacher preparation programs to move beyond traditional lexical teaching toward methodologies that reflect the complexity and richness of authentic communication. Ultimately, this research underscores the belief that the teaching of idioms—when approached through integrative, communicative, and cognitively informed frameworks—can significantly improve both linguistic mastery and intercultural communicative competence, which are vital for the next generation of English language educators.

METHODOLOGY

This study employed a **mixed-method research design**, integrating both **quantitative and qualitative approaches** to assess the effectiveness of the integrative approach in teaching C1-level English idioms to pre-service teachers. The research was conducted at a university-based teacher education faculty over a **10-week semester**, involving **40 pre-service English language teachers** aged between **19 and 23 years**, all of whom had achieved an upper-intermediate level (B2+) according to the CEFR.

Participants were randomly divided into two groups: the **experimental group**, which received instruction through the **integrative approach**, and the **control group**, which was taught idioms using a **traditional deductive method**. The experimental

group’s curriculum incorporated four interrelated components—**cognitive analysis, communicative practice, contextual immersion, and cultural interpretation**. Each weekly module focused on a thematic cluster of idioms (e.g., emotions, decision-making, communication, and success), selected from authentic sources such as **BBC Learning English, TED Talks, and English corpora (COCA, BNC)**.

Instructional sessions in the experimental group included:

- **Cognitive phase:** learners explored idiom meanings through conceptual metaphor analysis and visual mapping;
- **Contextual phase:** idioms were introduced in authentic texts, dialogues, and media clips;
- **Communicative phase:** learners engaged in pair and group discussions, storytelling, debates, and role-plays using the target idioms;
- **Reflective phase:** students completed self-assessment tasks and short reflective journals on idiom usage and teaching potential.

The control group, meanwhile, received traditional instruction that emphasized rote memorization, direct translation, and dictionary-based exercises without explicit contextualization.

Data were collected through the following instruments:

1. **Pre- and post-tests** measuring idiom comprehension, interpretation, and productive use in both oral and written contexts;
2. **Classroom observations** using a structured checklist to document student participation and communicative interaction;
3. **Questionnaires and semi-structured interviews** to gather data on learner attitudes, motivation, and self-reported progress;
4. **Instructor’s reflective notes** analyzing classroom dynamics, difficulties, and strategies.

Quantitative data were processed using **paired-sample t-tests** to identify statistically significant differences between pre- and post-test results, while qualitative data were analyzed through **thematic coding** following Creswell’s (2014) model. Ethical standards were strictly maintained—students participated voluntarily, confidentiality was ensured, and informed consent was obtained.

This methodological combination provided a comprehensive understanding of how an integrative approach influences not only linguistic outcomes but also cognitive and affective dimensions of idiomatic learning among future teachers.

RESEARCH RESULTS

The results of the study demonstrated that the **integrative approach produced a substantial improvement** in both the comprehension and practical use of English idioms among pre-service teachers. The **experimental group’s mean post-test score increased by 31%**, compared to an **11% improvement** in the control group. Statistical

analysis confirmed the difference as **significant at $p < 0.01$** , indicating the clear effectiveness of integrative instruction.

1. Enhanced Idiomatic Comprehension and Retention Students exposed to cognitive and contextual phases showed deeper understanding of idiom meanings and their metaphorical extensions. They were able to explain idioms’ figurative meanings accurately and relate them to conceptual metaphors (e.g., understanding “to blow off steam” through the physical concept of pressure release). Long-term retention tests conducted four weeks after the intervention indicated that 82% of idioms taught via the integrative approach were remembered accurately, compared to only 49% in the control group.

2. Improvement in Productive Use of Idioms During oral presentations, storytelling tasks, and debates, learners in the experimental group demonstrated confident and natural use of idioms in spontaneous speech. Observation data showed that their **idiomatic density** (number of idioms used per 100 words) nearly doubled from 2.3 to 4.6 after training. In contrast, the control group used idioms less frequently and often incorrectly due to over-reliance on literal translation.

3. Cognitive Engagement and Semantic Association Analysis of learners’ journals revealed that the **cognitive-linguistic component** of the integrative model played a crucial role in promoting analytical thinking and associative learning. Students who were taught to visualize idiomatic concepts through metaphoric mapping (e.g., associating “time is money” with the conceptual metaphor TIME = RESOURCE) reported stronger memory recall and better contextual adaptation. This supports the principles of **Cognitive Linguistics (Lakoff & Johnson, 1980)**, affirming that idiomatic learning is more effective when grounded in conceptual understanding rather than memorization.

4. Increased Motivation and Cultural Awareness Qualitative feedback highlighted a noticeable rise in learner motivation and cultural curiosity. Approximately **90% of participants** in the experimental group expressed enjoyment in idiom lessons, citing videos, dialogues, and role-plays as particularly engaging. They also reported heightened cultural insight, realizing that idioms reflect native speakers’ worldview and humor. For example, idioms such as “break the ice” or “hit the nail on the head” were perceived as reflections of cultural pragmatism and social behavior.

5. Development of Pedagogical Awareness A distinctive outcome of the study was the **growth of professional competence** among pre-service teachers. Through reflection and peer-teaching activities, they learned not only how to use idioms themselves but also how to design lessons integrating idiomatic instruction for future learners. Participants emphasized that the integrative approach was adaptable to classroom contexts and enhanced their methodological confidence.

The summary of quantitative findings is presented below:

Skill Component	Pre-Test Mean (Exp.)	Post-Test Mean (Exp.)	Pre-Test Mean (Ctrl.)	Post-Test Mean (Ctrl.)
Idiom Comprehension	3.1	4.6	3.0	3.4
Idiom Usage in Speech	2.8	4.5	2.9	3.3
Retention (4 weeks later)	2.9	4.3	3.0	3.1
Cultural Awareness (self-report)	3.2	4.7	3.1	3.5

6. Comparative Interpretation The overall findings confirm that the integrative approach not only enhances linguistic knowledge but also stimulates metacognitive and affective engagement—key factors for long-term language mastery. By combining explicit explanation, conceptualization, and communicative practice, learners experience idioms as dynamic cultural and linguistic phenomena rather than static vocabulary items.

In conclusion, the research verifies that the **integrative approach is pedagogically superior** for teaching advanced idiomatic expressions to pre-service teachers. It strengthens their communicative competence, nurtures intercultural understanding, and prepares them for professional teaching contexts where idioms play an essential role in achieving authentic and natural English expression.

DISCUSSION

The analysis of the research findings reveals that the **integrative approach** to teaching C1-level English idioms offers a comprehensive and transformative model for developing both linguistic proficiency and pedagogical awareness among pre-service teachers. Idioms, as linguistically complex and culturally embedded units, require more than mechanical memorization. They demand a deep engagement with meaning, metaphor, and use in authentic communication. The integrative method, by combining **cognitive, communicative, and contextual dimensions**, bridges this gap and fosters a holistic learning experience. The discussion presented below synthesizes the implications, theoretical underpinnings, and practical outcomes of the study, interpreting the results in light of contemporary linguistic and pedagogical theories. First, the study affirms that **idiomatic competence** is inseparable from communicative competence. For C1-level learners, understanding and using idioms appropriately signify not only lexical mastery but also pragmatic and sociocultural awareness. Learners who can interpret idioms metaphorically demonstrate higher levels of abstract thinking and contextual flexibility. This aligns with the theories of **Hymes (1972)** and **Canale and Swain (1980)**, who argue that true language proficiency involves the ability to use linguistic knowledge effectively in socially appropriate ways. The integrative approach cultivates this ability by situating idioms within meaningful contexts, thereby reinforcing both form and function. Second, the results underscore

the central role of **cognitive linguistics** in idiom instruction. Learners who analyzed idioms through **conceptual metaphors** and **mental imagery** developed stronger associations and retained information more effectively. For instance, idioms such as “hit the sack” or “bend over backward” became memorable when learners visualized their literal imagery before connecting it to figurative meaning. This finding is consistent with **Lakoff and Johnson’s (1980)** theory that idioms are grounded in embodied human experience. By drawing learners’ attention to these conceptual links, the integrative approach transforms idioms from arbitrary expressions into meaningful conceptual systems, making learning both logical and enjoyable. Third, the communicative phase of the integrative approach proved instrumental in transforming passive knowledge into **active language use**. Through discussions, role-plays, debates, and storytelling, learners not only practiced idioms but also negotiated meaning collaboratively. This process aligns with **Long’s Interaction Hypothesis (1996)**, which emphasizes that negotiation and feedback in conversation are key drivers of second language acquisition. Students’ ability to produce idioms spontaneously during interactive tasks demonstrates that fluency grows through repeated exposure and communicative necessity, rather than through isolated memorization. The integrative approach also validated the importance of **contextual learning**. Idioms introduced in authentic materials—such as film dialogues, TED Talks, or literary excerpts—were more readily understood and retained. Context anchors meaning; it provides emotional and pragmatic relevance that pure definition lacks. When students encounter idioms in genuine discourse, they perceive how intonation, tone, and situational factors influence meaning. This not only deepens comprehension but also enhances pragmatic competence, enabling learners to judge when and how to use idioms appropriately. One of the most significant outcomes of the research was the **increase in learner motivation and engagement**. Participants expressed that idiom learning became an enjoyable and intellectually stimulating process. The variety of methods—visual metaphors, group discussions, reflection journals, and interactive tasks—stimulated different learning styles. The findings align with **Deci and Ryan’s Self-Determination Theory (1985)**, which posits that autonomy, competence, and relatedness are fundamental to intrinsic motivation. By giving learners control over their learning process and connecting idioms to personal and cultural experiences, the integrative approach fulfilled these psychological needs.

Another critical aspect of the findings concerns the **development of cultural competence**. Idioms serve as a linguistic reflection of cultural norms, values, and humor. When pre-service teachers explored idioms such as “spill the beans” or “cost an arm and a leg”, they simultaneously explored the metaphoric worldview of English-speaking societies. This process fostered intercultural sensitivity—a skill essential for future educators who will work in multicultural and multilingual contexts. As **Byram**

(1997) notes, intercultural communicative competence is a core component of language education, and idioms provide a natural entry point for this development. The study also illuminated the transformation of the **teacher’s role** within an integrative framework. Rather than serving as a transmitter of definitions, the teacher becomes a facilitator, mentor, and co-learner. This pedagogical shift encourages learners to construct meaning through exploration and reflection, consistent with **Vygotsky’s sociocultural theory (1978)**, which emphasizes learning as a socially mediated process. Teachers guide students through scaffolded interaction, gradually leading them from comprehension to autonomous production. This transformation is particularly valuable in teacher education, as pre-service teachers model the very approach they are expected to apply in their future classrooms. The data revealed a profound connection between **reflection and metacognitive growth**. When learners engaged in reflective journaling and self-assessment, they became more conscious of how idioms function within discourse. Reflection allowed them to monitor their progress, identify areas of difficulty, and refine strategies for learning and teaching idioms. This metacognitive dimension supports the claim that effective teaching not only imparts knowledge but cultivates self-awareness and strategic thinking—skills that are indispensable for educators. A particularly interesting result emerged in relation to **semantic flexibility**. Learners exposed to integrative teaching began to recognize idiomatic patterns and analogies, which enabled them to infer the meanings of new idioms independently. For instance, understanding the metaphorical basis of “under the weather” helped them interpret other health-related idioms. This suggests that the integrative approach develops a form of **linguistic intuition**, where learners internalize metaphorical systems rather than memorizing fixed expressions. Such autonomy marks a higher cognitive stage of language acquisition.

Another dimension of the discussion centers on the **transferability of learning**. Pre-service teachers who mastered idioms through the integrative model demonstrated the ability to incorporate idiomatic language into lesson planning, microteaching sessions, and classroom dialogues. This transfer from learning to teaching is vital in teacher education. It signifies that the integrative approach not only improves linguistic competence but also builds pedagogical confidence and creativity. Teachers trained in this way are more likely to design communicative, culturally rich lessons for their own students. The findings also invite a reconsideration of **curriculum design** in EFL teacher education. Idioms are often marginalized in syllabi, treated as optional lexical enrichment. This research argues for their inclusion as a structured component of communicative competence development. Integrative idiom teaching supports multiple language domains—listening, speaking, reading, and writing—and contributes to advanced-level fluency required at the C1 level. Integrating idioms systematically across curricula would better prepare future teachers for authentic

communication. It is important to note that while the integrative approach proved highly effective, its implementation requires **pedagogical flexibility and institutional support**. Challenges such as large class sizes, limited time, and exam-oriented systems can restrict opportunities for communicative experimentation. Therefore, teacher training programs should incorporate professional development modules on **innovative idiom instruction**, equipping educators with the skills to adapt integrative strategies to local contexts. The success of the approach depends not only on methodology but on the mindset of educators who value creativity and learner autonomy. Moreover, the findings highlight the potential of **technology-enhanced integration**. Using multimedia tools—such as digital idiom dictionaries, online corpora, and visual metaphor platforms—can make idiom learning more interactive and multimodal. Technology supports personalized learning, allowing students to access idiomatic content beyond the classroom and to engage in global communication forums. Such innovation aligns with 21st-century language education standards, which emphasize digital literacy as part of communicative competence. The study also contributes to the understanding of **emotional and affective factors** in idiom learning. Learners who experienced anxiety in traditional instruction reported greater comfort in communicative and integrative settings. Humor and creativity in idiomatic tasks created a relaxed atmosphere conducive to risk-taking and experimentation. This supports the **Affective Filter Hypothesis (Krashen, 1982)**, which states that a low-stress environment enhances language acquisition. Emotional engagement thus plays a vital role in transforming idiom learning from a memorization task into an enjoyable intellectual experience. From a theoretical perspective, the integrative model unites several linguistic schools: **communicative language teaching, cognitive linguistics, and cultural linguistics**. Each contributes to a dimension of idiom mastery: CLT ensures real communication; cognitive linguistics clarifies metaphorical meaning; and cultural linguistics situates idioms within identity and worldview. Together, they form a multidimensional pedagogy that reflects the true nature of language as both a cognitive and social phenomenon. Furthermore, the discussion extends to the **long-term professional implications** of idiomatic competence. Pre-service teachers who internalize idiomatic usage become capable of providing their future students with exposure to authentic, natural English. They can explain subtle differences between literal and figurative meanings, helping learners avoid cultural misunderstandings. This competence strengthens their teaching credibility and positions them as effective mediators between language and culture. In a globalized world, such educators are invaluable assets to educational systems aiming for international standards.

The integrative approach, therefore, stands as a **pedagogical bridge**—linking theory and practice, culture and language, cognition and communication. It encourages learners to think metaphorically, speak naturally, and teach creatively. Its success in

improving idiomatic comprehension, retention, and usage validates its potential as a sustainable model for advanced EFL instruction.

Finally, the research opens avenues for **further investigation**. Future studies could explore how integrative idiom instruction impacts other language skills, such as writing or listening comprehension, or how it functions in multilingual classrooms. Longitudinal research might assess the durability of idiomatic knowledge gained through integration compared to other methods. Additionally, exploring cross-cultural differences in idiom perception could enrich intercultural pedagogy in global teacher training programs. In conclusion, the discussion underscores that the **integrative approach to teaching C1-level idioms** is not merely an instructional technique—it is a holistic educational philosophy. It nurtures linguistic intelligence, cultural empathy, and pedagogical innovation. By merging cognitive insight, communicative practice, and contextual authenticity, it transforms both the learner and the teacher. For pre-service teachers, this integrative experience not only elevates their English proficiency but also equips them with the competence and confidence to inspire the same transformation in future generations of language learners.

CONCLUSION

The conducted research confirms that the integrative approach to teaching C1-level English idioms to pre-service teachers represents an innovative and highly effective pedagogical model that merges linguistic, cognitive, and cultural dimensions of learning. The findings demonstrated that idioms—long considered one of the most difficult aspects of English proficiency—can be taught successfully when instruction is grounded in meaningful context, active communication, and conceptual understanding. This approach not only increases idiomatic knowledge but also empowers pre-service teachers to use and teach idioms confidently in real-life communication and professional practice. The study revealed that the integrative method significantly improved participants’ comprehension, retention, and productive use of idioms. Learners who engaged in cognitive analysis (conceptual metaphors, image schemas), contextual immersion (films, authentic dialogues), and communicative interaction (role-plays, debates, storytelling) achieved far greater results than those taught through traditional memorization-based instruction. Their ability to connect idioms to underlying metaphoric concepts enhanced memory retention and facilitated deeper semantic processing. This supports the growing body of research in cognitive linguistics, particularly the theories of Lakoff and Johnson (1980), which argue that idioms are not arbitrary but rooted in universal human experiences.

An equally important contribution of the study lies in its emphasis on teacher education and reflective practice. Pre-service teachers, as both learners and future instructors, benefitted from opportunities to analyze their own learning processes,

conduct peer-teaching sessions, and develop lesson plans integrating idiomatic instruction. These experiences helped them internalize both language and methodology, fostering pedagogical creativity and professional confidence. Reflection journals revealed that participants began to perceive idioms not merely as lexical items but as powerful cultural and communicative tools that enrich discourse. The results also underscored the significance of cultural awareness in idiomatic competence. Through exposure to authentic materials and guided discussions, learners gained insight into how idioms express social values, humor, and national identity in English-speaking cultures. This intercultural awareness is essential for future teachers who must not only teach language but also cultivate in their students an understanding of cultural diversity and pragmatic sensitivity. The integration of cultural components made idiom learning both meaningful and memorable, validating the central principle of the integrative approach—that language and culture are inseparable. Another key outcome of the research was the noticeable enhancement of learner motivation and affective engagement. Idioms, once perceived as intimidating and abstract, became accessible and enjoyable through dynamic, context-rich instruction. Students reported that the combination of visual imagery, multimedia input, and interactive group work reduced anxiety and increased self-efficacy. These affective benefits are consistent with Krashen’s (1982) Affective Filter Hypothesis, which posits that a relaxed, positive emotional state facilitates language acquisition. The integrative model thus creates not only cognitive but also emotional conditions conducive to effective learning. The findings carry broad pedagogical implications for curriculum design in EFL teacher education. Traditional syllabi often marginalize idioms as supplementary content, but this study demonstrates their central role in achieving advanced communicative competence. Institutions should incorporate idiom instruction systematically, integrating it into communicative, lexical, and cultural modules. Moreover, teacher training programs should include methodological courses on idiom pedagogy, equipping educators with practical tools for designing integrative lessons that balance explicit explanation with experiential learning. The study also highlights the potential of technology-enhanced instruction in supporting idiomatic learning. Online corpora, interactive idiom dictionaries, visual metaphor generators, and authentic video materials allow learners to explore idioms independently and in real-time contexts. Incorporating such digital tools can further personalize instruction and extend learning beyond the classroom. Future research may explore how artificial intelligence and data-driven platforms can facilitate idiom recognition, metaphor comprehension, and pronunciation in technologically mediated environments.

While the integrative approach proved highly effective, it also presented certain challenges. Implementation requires careful planning, smaller class sizes, and teacher expertise in communicative methodology. Educators must balance explicit explanation

with authentic practice and adapt tasks to learners’ proficiency levels. The approach is time-intensive and demands creativity; however, its long-term benefits in terms of learner autonomy and communicative competence outweigh these practical constraints. In conclusion, this research affirms that the integrative approach offers a powerful framework for teaching idioms at advanced levels and preparing pre-service teachers for professional language education. By uniting cognitive insight, cultural depth, and communicative practice, it transforms idiom learning into an intellectually engaging and pedagogically relevant process. It develops not only linguistic precision but also intercultural understanding, empathy, and reflective teaching ability—qualities essential for educators in the 21st century. The integrative model thus contributes meaningfully to the evolving landscape of applied linguistics and teacher education, reaffirming that idiomatic mastery is both attainable and essential for true communicative competence.

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